DOCUMENT RESUME

ED 200 583 SP 017 926

AUTHOR Liddell, Marian Beth, Comp.; And Others
TITLE AACTE State Associations and Public Law 94-142.
INSTITUTION American Association of Colleges for Teacher Education, Washington, D.C.
SPONS AGENCY Department of Education, Washington, D.C.
PUB DATE Jan 81
NOTE 49p.; Best copy available.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Change Agents; *Change Strategies; Compliance (Legal); Educational Legislation; Educational Needs; *Equal Education; Higher Education; *Mainstreaming; Staff Development; State Action; State Programs; *Teacher Associations; *Teacher Education Programs; *Teacher Workshops
IDENTIFIERS *American Association of Colleges for Teacher Educ

ABSTRACT

This monograph summarizes the activities of state affiliates of the American Association of Colleges for Teacher Education (AACTE) in the first two years of a three-year project on institutional capacity building for Public Law (PL) 94-142, which concerns equal education for all handicapped students. The goals of the project were: (1) to raise awareness about and commitment to the basic concepts of PL 94-142; (2) to stimulate appropriate changes in preservice teacher education programs; and (3) to institutionalize those changes. The primary targets of the state activities were the AACTE member institutions which did not have Deans' Grants, although information from Deans' Grants projects was used. Tables and charts delineate the processes, products, key groups, and coordinators for each state association. Additional details on methods, funding, and future plans are presented in the case studies of the Texas, Massachusetts, Pennsylvania, Illinois, and Rhode Island associations. It was found that, although practices varied from state to state, these actions could be categorized as assessment activities (determining the skills and knowledge needed and analyzing current state efforts for the handicapped), staff development activities (information dissemination, exploration of new competencies and roles for teachers), and professional collaboration activities (with other state groups and Deans' Grant projects). Guidelines for planning and conducting regional and state conferences are given, as well as suggested conference themes. (FG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED200583

AACTE State Associations and Public Law 94-142

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
E. Pomeroy

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

SP017926

AACTE STATE ASSOCIATIONS and PUBLIC LAW 94-142

Contributors:

Eugene M. Findley
Ray Harper
Constance Hunter
William Kelly
Marian Beth Liddell
M. Stephen Lilly
David S. Morton

Graphics:

Michaeleen Davis
West Virginia University

Compiled by:

Marian Beth Liddell

American Association
of
Colleges for Teacher Education

One Dupont Circle
Washington, D.C. 20036

This publication was funded through a Department of Education, Office of Special Education sponsored project. January 1981

American Association of Colleges for Teacher Education

February, 1981

Dear Colleagues:

For the last three years ACSR has been an active participant in an Office of Special Education funded project on personnel preparation and education of the handicapped. With assistance from OSE, our state affiliates have been able to serve as catalysts for implementation of the spirit and mandate of Public Law 94-142.

One of the strengths of AACTE and ACSR has been the capability of our affiliates to share ideas through our state ACTE network. This monograph, compiled by Dr. Marian Liddell, past-president of the West Virginia ACTE, summarizes activities of many of our state associations during the second year of the project.

Although the AACTE/OSE project ends in just a few months, I am confident that our commitment to provide the highest quality preparation for teachers to educate handicapped children will continue. This project has been an incentive to us; it has helped us focus on the needs of practitioners and our ability to meet those needs.

I would like to recognize the efforts of our state ACTE presidents, state liaison representatives and state agenda coordinators in implementing the goals of the project. I would also like to acknowledge the work of the AACTE staff in the Washington, D.C. office; without their support many of our endeavors would not have been possible.

Sincerely,

Lewis W. Stoneking

Lewis W. Stoneking
Chair, ACSR

ADVISORY COUNCIL OF STATE REPRESENTATIVES
EXECUTIVE COMMITTEE

Lewis W. Stoneking (Chair), Dean, College of Education, University of Wisconsin-Whitewater, Whitewater, WI 53190 (1981)

Norris G. Patschke (Chair Pro Tempore), Chairman, Professional Training Division, Concordia Teachers College, Seward, NB 68434

Floyd Boschee, Chairman, Department of Education, Augustana College, Sioux Falls, SD 57102 (1982)

Patrick O. Copley, Dean, School of Education and Psychology, Southwest Missouri State University, Springfield, MO 65802 (1981)

Laurence A. Walker, Dean, College of Education, University of Wyoming, Laramie, WY 82071 (1982)

Robert L. Egbert (Ex-Officio Member), Dean, Teachers College, University of Nebraska-Lincoln, Lincoln, NB 68588 (1981)

AACTE COMMITTEE ON EDUCATION OF THE HANDICAPPED

Catherine Morsink, Chair, Special Education Department, College of Education, University of Florida, Gainesville, FL 32601

William R. Carriker, Special Education Department, University of Virginia, Charlottesville, VA 22903

Ila Martin, Dean, School of Education, Virginia State University, Petersburg, VA 23803

Allen Myers, Dean, College of Education, Ohio University, Athens, OH 45701

Bert L. Sharp, Professor of Education, College of Education, University of Florida, Gainesville, FL 32601

Lewis Stoneking, Dean, College of Education, University of Wisconsin-Whitewater, Whitewater, WI 53190

Liaison Representatives

George Denemark, Dean, College of Education, University of Kentucky, Lexington, Kentucky 40506

Maynard Reynolds, NSSP, University of Minnesota, Minneapolis, MN 55455

TABLE OF CONTENTS

I. Overview 1

II. State Activities
Marian Beth Liddell 2

III. Case Studies: Highlighting Individual ACTE Activities

Texas: Professional Collaboration
Eugene M. Findley 11

Massachusetts: Concentrated Leadership
Ray Harper 14

Pennsylvania: State Association and State Education Agency Cooperation
Constance Hunter 18

Illinois: Compliance with the Legislation
M. Stephen Lilly 21

Rhode Island Addresses the Needs of the Local Education Agency
William F. Kelly and David S. Morton 24

IV. Conferencing - A Methodsof Instruction
Marian Beth Liddell 27

V. Summary 32

TERMS

ACSR	Advisory Council of State Representatives
ACTE	Association of Colleges for Teacher Education (AACTE state affiliates)
BEH	Bureau of Education for the Handicapped (now replaced by OSE)
CSPD	Comprehensive System of Personnel Development
DGP	Deans' Grant Project
IHE	Institution of Higher Education
LEA	Local Education Agency
NDG	Non Deans' Grant Institutions
NSSP	National Support Systems Project
SEA	State Education Agency
SCDE	Schools, Colleges and Departments of Education
TE	Teacher Education
OSE	Office of Special Education
OSERS	Office of Special Education and Rehabilitative Services
ED	Education Department

OVERVIEW

The AACTE project on Institutional Capacity Building for P.L. 94-142, funded through the U.S. Department of Education's Office of Special Education and Rehabilitative Services, has been established to stimulate changes in teacher education programs of AACTE member institutions in response to P.L. 94-142.*

This project, now in its third year, has as its overall goals: *raising awareness about and commitment to the basic concepts of the federal legislation, stimulating appropriate changes in preservice teacher education programs, and institutionalization of those changes.* The primary target audience of project activities are those AACTE member colleges and universities which do not have Deans' Grants.

AACTE's state affiliates have assumed a major leadership role in implementing the goals of the project. Through the coordination of each participating state unit, needs of member institutions are assessed and appropriate change strategies are developed and implemented. Thus, the network of 43 AACTE state associations and 54 state and territorial leaders serve as the chief vehicle for providing training opportunities, disseminating training materials and for providing technical support which will in turn impact institutions of higher education in the respective states.

The AACTE project draws heavily on the experiences of institutions with Deans' Grants and works closely with the National Support Systems Project at the University of Minnesota which provides technical assistance to the various Deans' Grant Projects. Through the cooperative efforts of AACTE and the National Support Systems Project, it is possible to access and disseminate a wide array of resources from those institutions currently administering Deans' Grants.

A parallel activity conducted through the AACTE project is to sponsor leadership development workshops designed to provide member institutions with information on the federal government's efforts to improve personnel preparation programs and to acquaint non-Deans' Grants institutions with the various approaches underway across the country to modify personnel preparation programs that will ultimately improve the education of handicapped persons.

---

*Under the new Education Department of the Bureau of Education for the Handicapped has become the Office of Special Education (OSE) which is part of the Office of Special Education and Rehabilitative Services (OSERS). OSERS is under the direction of Assistant Secretary Edwin Martin.

STATE ACTIVITIES: 1978 - 1981

Marian Beth Liddell

During Year I, AACTE's state affiliates focused on member awareness and commitment in response to P.L. 94-142. A national training workshop conducted in St. Louis, Missouri in early 1978 provided incentives for AACTE affiliates to conduct follow-up conferences which examined the rationale for P.L. 94-142 and the implications for teacher preparation programs. In the months that followed, ACTE meetings in 34 states focused on education of the handicapped. Information related to Deans' Grant Projects filtered down from the St. Louis workshop to member ACTE units increasing the awareness of more college and university administrators and faculty of successful deans' grant efforts.

During Year II, many AACTE State units prepared to modify teacher education programs by determining what content and teaching strategies were available to prepare preservice students to work with handicapped students in the regular classroom. Numerous State ACTEs conducted assessments of current teacher education practices relative to preparing teachers to work with handicapped students in the least restrictive environment. The tie-in to the Deans' Grant Projects continued and provided states with manpower and expertise to facilitate the change process. Other state activities included the use of steering committees, data collection and inquiries among key educators within and among IHEs in planning for change.

As key educators conducted assessments and made inquiries regarding program course content, linkages were strengthened between regular and special educators, between state ACTEs and other professional organizations such as the Association of Teacher Educators (ATE) and the Council for Exceptional Children (CEC). Further linkages developed as ACTEs worked with state and local education agencies to examine preservice teacher programs. While planning for change, association units in about half of the states tapped into existing Deans' Grant projects sharing resources, expertise and consultants with other teacher education institutions in the state.

The state efforts generated some identifiable products including schools of education representation on the state committees responsible for designing the comprehensive system of personnel development (SPD); the assembling and distribution of state resources on P.L. 94-142; and transference of Deans' Grants materials to other institutions. Cooperative and collaborative efforts immerged as institutions of higher education, motivated by the AACTE/OSE Project, worked directly with LEAs and SEAs to meet the mandate of P.L. 94-142. As Year II commitments were completed, State ACTE units submitted plans of work for participation in the Year III project.

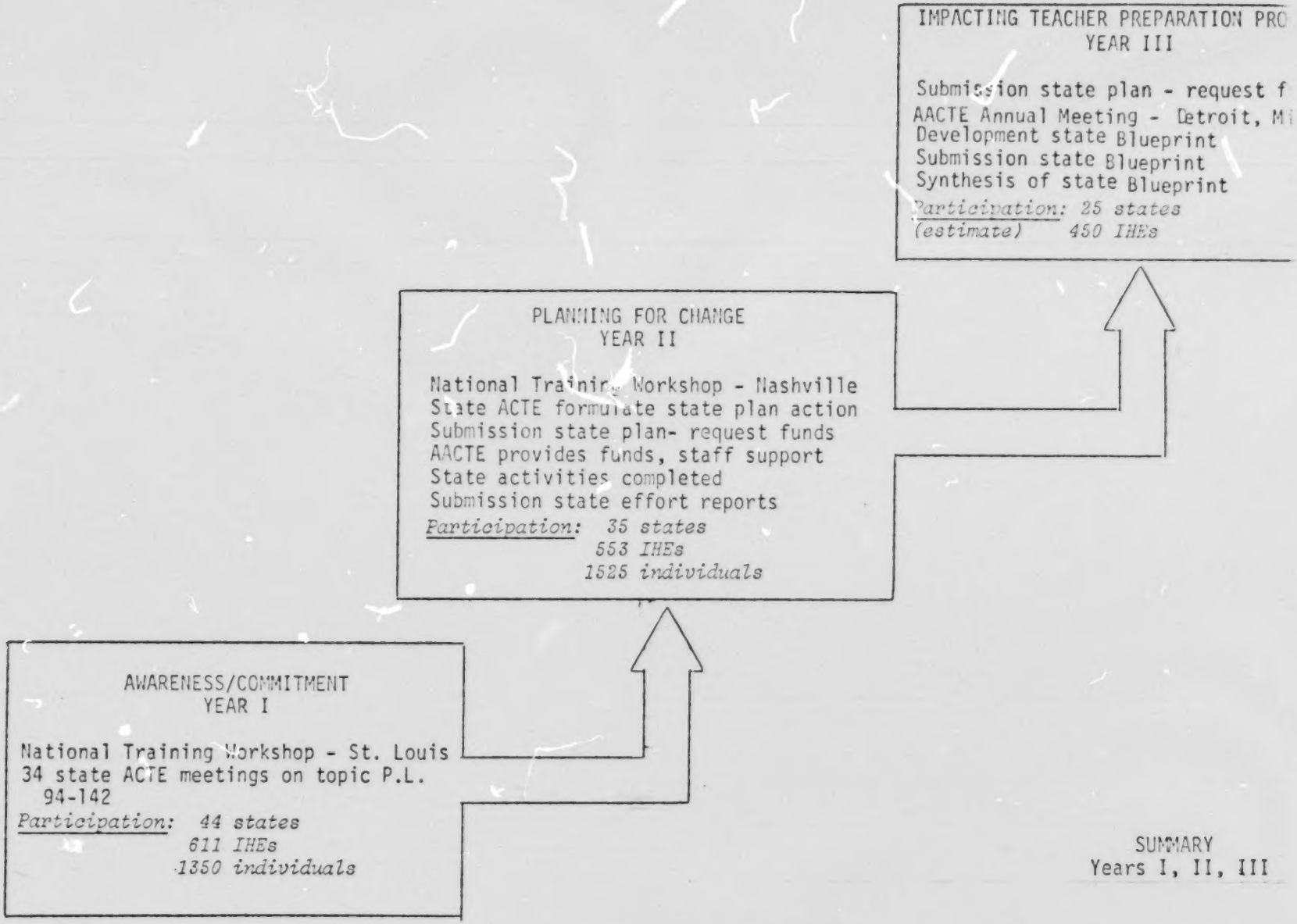
Proposed Year III activities center on impacting teacher preparation programs. Stimulated by the incentive of mini-grant funds, AACTE state affiliates are developing preservice blueprints for changing teacher preparation program which will enhance regular teachers skills in dealing with the handicapped student in the integrated classroom.

The AACTE/BEH project maintains and strengthens linkages between and among other organizations agencies and projects including:

- National Support Systems Project (NSSP)
- Deans' Grants Projects (DGP)
- Higher Education and the Handicapped (HEATH)
- AACTE Advisory Council State Representatives (ACSR)

Summaries of project activities for Years I and II are included on charts A, B and C.

Marian Beth Liddell is a teacher educator at West Virginia University. Dr. Liddell is past president of West Virginia ACTE and a state agenda coordinator for the West Virginia AACTE/OSE Project.


IMPACTING TEACHER PREPARATION PRO
YEAR III
Submission state plan - request f
AACTE Annual Meeting - Detroit, Mi
Development state Blueprint
Submission state Blueprint
Synthesis of state Blueprint
Participation: 25 states
(estimate) 450 IHEs
PLANNING FOR CHANGE
YEAR II
National Trainin Workshop - Nashville
State ACTE formulate state plan action
Submission state plan- request funds
AACTE provides funds, staff support
State activities completed
Submission state effort reports
Participation: 35 states
553 IHEs
1525 individuals
AWARENESS/COMMITMENT
YEAR I
National Training Workshop - St. Louis
34 state ACTE meetings on topic P.L.
94-142
Participation: 44 states
611 IHEs
1350 individuals
SUMMARY
Years I, II, III

AACTE/OSE PROJECT - YEAR II
State ACTE Efforts

State	Process	Products	Key Groups or Personnel	Coordinator
Alaska	Exploration of state resources State Assessment Survey classroom problems Meeting SEA, staff Director's Workshop	Priority statements DG Project Proposal Operational Agenda	Alaska	William Parret
Arkansas	Conference Awareness DGP	Greater commitment to handicapped	Arkansas ACTE	Gene Campbell
California	Conference Shared resource materials			Richard D. Jones
Florida	Conference Impact DG on other institutions			Patricia S. Taylo
Georgia	Workshops (2)	Sharing DGP with Deans Education	Georgia ACTE Deans of Education Special Ed. faculty Regular Ed. faculty	C.S. Sharp
Washington, D.C.				Gilbert L. Pelga
Hawaii	Steering Committee DGP Assistance to other institutions Needs Assessment Conference Input on CSPD Compilation data Awareness Legislative policies Needs assessment of IHEs Deans' Grant personnel assisting other personnel in developing competencies for work in handicapped children in regular classroom	Compilation Community Resource Directory of Services for Handicapped in Hawaii Dissemination Federal/State Rules on Special Education and Special Services in Hawaii Dissemination of Rules and Practices in Educating Handicapped in Hawaii Participation in writing CSPD Dissemination of Policies and Bills relative to 94-142 and Section 504	Hawaii	Judith A. Tisher
Idaho	State meetings (2)	Institutional progress reports	Idaho ACTE	Everett Samuelson

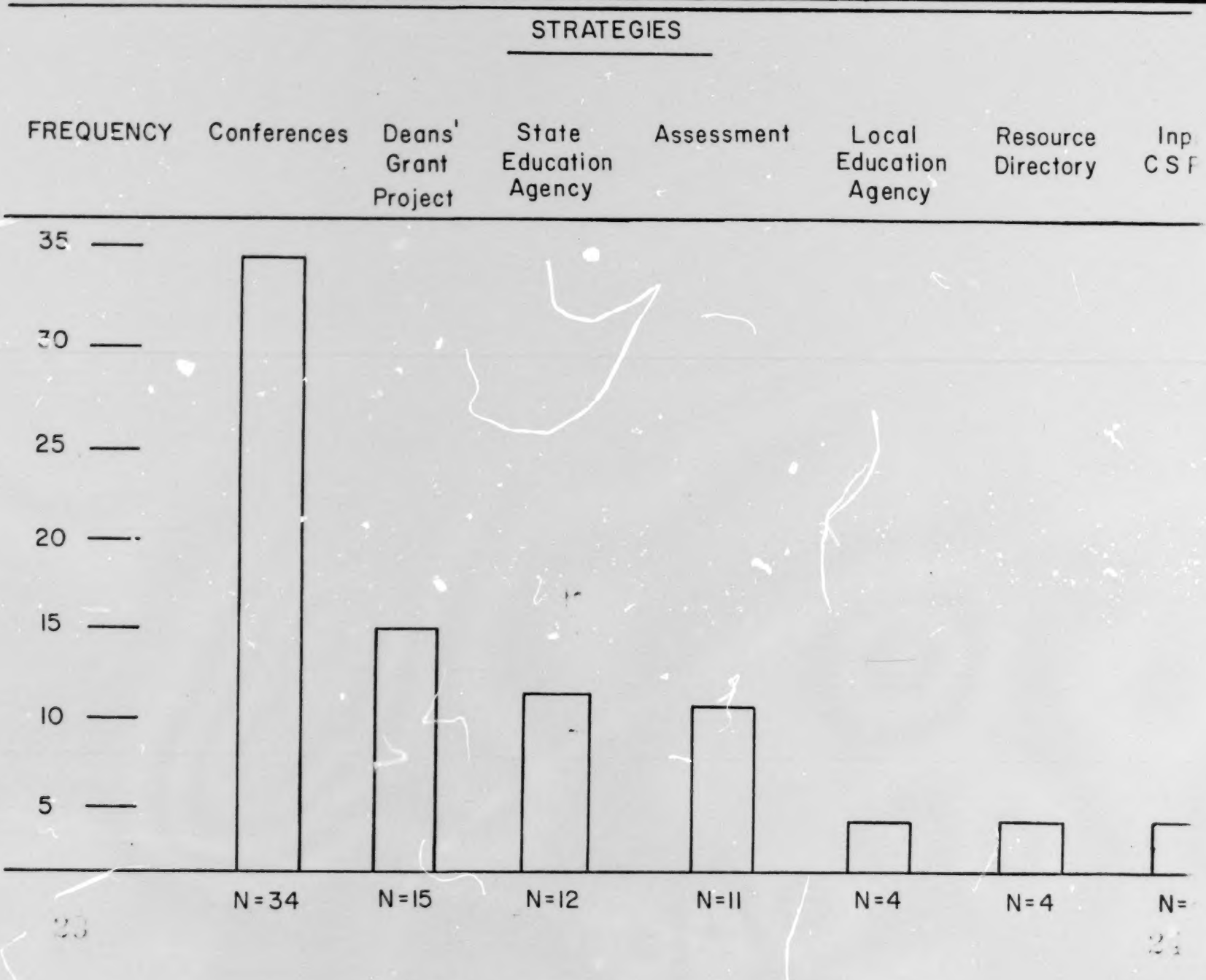
	Institutional needs assessment	Review State Plan for Mainstreaming Coordination state-wide efforts		
Illinois*	Coordination six DG Projects Tied project to state issue of compliance with legislation	Resource File of materials, strategies and people available through DG projects Contract broker for dissemination	Illinois ACTE	Steve Lilly
Indiana	Conference	Awareness of obligation to P.L. 94-142 for handicapped college students and teacher preparation programs.	Indiana ACTE	T.L. Drake
Kansas	State Survey Conference Cooperation with DGP	Staff development for curricular change, resources Resource Directory New course at graduate program Modules added to undergraduate program Inservice public school personnel	Kansas ACTE LEA personnel	Faith Scofield
Kentucky	Survey - "Status of Preservice Programs" Cooperation DG and NDG institutions Identification of handicapped educators Conference Linkage SEA for meeting state goals	Network DG and NDG institutions List of handicapped educators	Kentucky ACTE SEA	Roy Meckler
Louisiana	Establishment review teams and a standard for program review Review current teacher preparation programs in state Cooperation with DGP	Guidelines provided to IHEs Review committee to analyze programs Provided program prototype format Resources available to assist IHEs	Louisiana ACTE	Bernard Shadoin
Massachusetts*	Coordination of expertise using staff from Special Education Manpower Project and DGP and other institutions Cooperative planning conferences (3) DGP sharing with other institutions	Regional work groups for sharing expertise Cooperative relationships between regular and special educators	Massachusetts ACTE Advisory Commission of Ed. personnel SEA Special Ed Manpower Project DGP Coordinating Group	Ray Harper

* See Case Study

Minnesota	Identification generic competencies relative to mainstream preparation of regular classroom teachers Workshop	Sharing professional expertise among IHEs and Minnesota Board of Teaching and State Department of Education	Minnesota ACTE SEA	Kenneth A. Ames
Mississippi	Conference Identification of education and psychology IHE faculty in state Cooperation with State Director of Special Education	Distribution resource materials IHE faculty Cooperation in SEA course development	Mississippi ACTE SEA Junior College Ed. Teachers	Gary S. Rush
Missouri	Seminars (3)	Resource packet related services to the handicapped student in the university classroom	Missouri ACTE	David Bauman
New York	Needs assessment IHE Cooperation DG and other institutions Conference session Sharing DG materials with other institutions	DG institutions open for visits to assist faculty with follow up involvement IHE network for resource dissemination Senior DG assisting new DG institutions List teaching competencies regular educators	New York ACTE Deans Department Chair DG Coordinators SEA	George C. Jeffers
North Dakota	State steering committee Meeting SEA Review preservice programs Shared materials DGF Needs assessment of IHEs		North Dakota ACTE IHE Teacher education faculty at 8 institutions	Karen Lundstrom
Ohio	Conference session Shared resources and materials Inservice of faculty Liaison with SEA Survey	Cooperation between IHE to provide models materials and expertise Distribution survey summary Development resource list in state consultants Cooperation with Deans' Task Force	Ohio ACTE Deans' Task Force SEA	Marlene Bireley
Oklahoma				Richard Wisniewski
Pennsylvania*	Cooperative efforts SEA and ACTE Provide models for integrating least restrictive environment competencies into existing pre-service coursework Assistance to IHE faculty	Participant endorsement for cooperative projects SEA and IHE working together for personnel preparation and education of the handicapped AACTE commitment to P.L. 94-142	Pennsylvania ACTE SEA Political endorsement Wife of Pennsylvania Governor Secretary of Education	Constance Hunter

	Elicit administrative endorsement for staff development	recognized at SEA level		
Puerto Rico	Conference Input CSPD Identification teacher training programs supportive of disabled students Dissemination resources Identification of disabled educators DG institutions provide workshops for other institutions.	Identification DG institutions Certification and regulations for Special Education	Puerto Rico	Sister Virgini Chasas
Rhode Island*	Collaboration with School Principals Association Survey - "Administrative Assessment" elementary and secondary principals superintendents of schools Conference	Summary report of data, identification needs of administrators Instructional techniques to assist handicapped	Rhode Island ACTE	William Kelly David S. Morto
South Dakota	Needs assessment of IHEs Conference Cooperative with DGP	ACTE sharing session with Deans and Departmental chairmen for a collaborative state effort Cooperation with IHEs Cooperation with SEA	South Dakota ACTE Education faculty at 11 IHEs SEA staff LEA personnel	Joan Metcalf
Tennessee	Special seminar Needs assessment Liaison per IHE Staff development for liaison members Cooperation with DGP	Mini laboratory experiences Resource Handbook - product of DGP Review TE programs Dissemination network Review of teacher education programs Consultants from DGP to assist IHEs Liaison network IHEs	Tennessee ACTE	Barbara Burch
Texas*	Co-sponsored conference with DGP held in conjunction with Annual ATE and SCTE Travel support IHE representatives	Collaboration among key professional organizations and personnel	Texas ACTE TATE TSCTE DGP	Eugene M. Find
Virginia	Two institution with cooperation with SEA Summary workshops Impact DGP on other institutions	State monograph Increased DG Exchanging IHEs	Virginia ACTE SEA regular and special education	Charles P. Ru

West Virginia	Cooperation with DGP Public Relations program IHEs response to P.L. 94-142 Conference session on 504 Input CSPD Sharing resources NDG	Impact on Preservice programs Cooperation with SEA for additional activities DG Consortium	West Virginia ACTE SEA	Marian B. Lidd
Wisconsin	Cooperation with DGP Conference	Inservice course for LEAs	Wisconsin ACTE Deans of 30 IHEs LEA	Robert Clasen
Wyoming	Cooperation with DGP Conference		Wyoming SEA IHE Department Chair Deans Student Advisory Committee	Lawrence Walker


STRATEGIES
FREQUENCY
Conferences
Deans' Grant Project
State Education Agency
Assessment
Local Education Agency
Resource Directory
Inp C S F
35
30
25
20
15
10
5
N=34
N=15
N=12
N=11
N=4
N=4
N=

TEXAS: PROFESSIONAL COLLABORATION
Eugene M. Findley

At its regular meeting on July 9, 1977, the Texas State Board of Education established the following requirements relating to the inclusion of special education in the general requirements for elementary and secondary teachers at the provisional certificate level:

> *To be certified to teach on the elementary level or secondary level, a person shall have knowledge and skills relating to the education of exceptional/handicapped pupils, incorporated within the framework of existing programs for elementary and secondary teachers, including:*
>
> 1. *knowledge of the concept of least restrictive alternatives and its implications for the instructional process;*
> 2. *knowledge of the characteristics and learning differences of exceptional/handicapped pupils;*
> 3. *skills in informal assessment and a variety of instructional techniques and procedures for implementing the educational plan for exceptional/handicapped pupils; and*
> 4. *knowledge of the admission, review, and dismissal processes and understanding of the individualized educational program for exceptional/handicapped pupils.*

The Board of Education asked that colleges and universities be notified that the intent of the action was to include special education within existing programs rather than add new courses which would extend or enlarge the present configuration of certification requirements. The intent to infuse the new material into presently established programs instead of increasing course requirements would require considerable effort in teacher education programs across the State.

The following year, 1978, the Texas Association of Colleges for Teacher Education (TACTE) formed a Task Force and conducted a survey to assess what colleges of education were doing to implement the State Board mandate. The survey revealed a variety of methods and a great deal of uncertainty about the implementation of the directive. TACTE searched for a way to assist the deans in implementing P.L. 94-142 and the State Board mandate. Discussions ensued at teacher education executive meetings and among deans throughout the State.

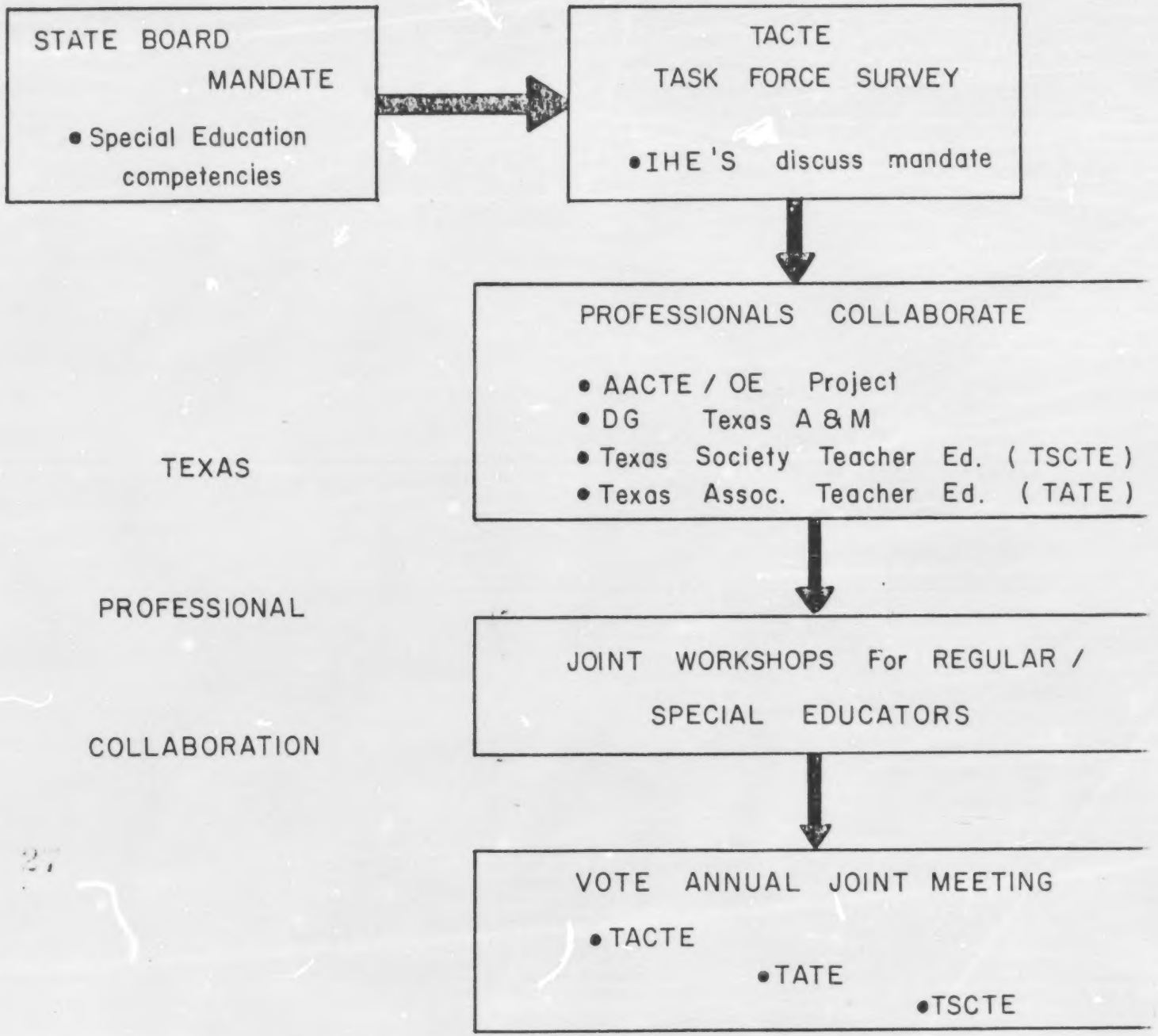
William B. Crittenden, TACTE president, attended the Advisory Council of State Representatives (ACSR) meeting in Nashville in November 1979 and learned of the AACTE/OSE Project regarding P.L. 94-142. Upon his return to Texas, he suggested Eugene M. Findley as the State Agenda Coordinator. The TACTE executive committee approved the action and began planning a state-wide workshop. The major goal of the TACTE project was to assist the education faculty in Texas IHEs to fulfill the mandate of the State Board in regard to P.L. 94-142. Other institutions and organizations were concurrently performing similar activities. For instance, the Deans' Grant Project at Texas A & M University sought to assist ". . . regular education faculty within the College of Education in developing their methods courses

to meet the Texas Education Agency guidelines regarding competencies related to P.L. 94-142 . . . " The second year Deans' Grant activities proposed a retreat emphasizing classroom observation and methods for adapting curriculum and materials for special needs. Douglas J. Palmer, Texas A & M Project Coordinator, was contacted when similarities between the TACTE/OSE project and the Deans' Grants became evident. Consequently, the retreat idea was changed to a state-wide workshop. Because the two projects would reach relatively few teacher education personnel, TACTE searched for additional ways for their involvement. Dean Crittenden contacted the president of the Texas Society of Colleges for Teacher Education (TSCTE), Alma Leavell, faculty member at Houston Baptist University, and also Bob Houston, president for the Texas Association of Teacher Educators (TATE), at the University of Houston. They generated the idea of a joint spring conference that would bring together TACTE members, Deans' Grant participants with TSCTE and TATE members. The combined membership of these organizations included faculty and deans from IHE's, public school personnel, and participants involved in the Texas A & M Deans' Grant Project. The sessions pulled together diverse education personnel interested in skills relative to integrating handicapped students into the least restrictive environment.

Joe Dan Austin, a member of the TACTE Task Force on P.L. 94-142, and a professor at Rice University, worked with Dean Crittenden and Eugene Findley, State Agenda Coordinator, on the state-wide program and conference workshops. The joint TACTE, TSCTE, TATE, and Texas A & M University Deans' Grant Project workshop included IHE special education faculty and LEA teachers to serve as presenters and consultants.

Since the workshop, TACTE has voted to meet annually with TATE-TSCTE. Many of the members see these initial collaborative efforts of the key professional organizations in Texas as a future trend in impacting teacher education in Texas. What Texas educators learned as a result of these collaborative efforts was that linkages among professionals can help to facilitate the process of impacting teacher education programs. The collaboration extended beyond deans and faculty of colleges and departments of regular and special education to LEA teachers who are already developing their own strategies for assisting handicapped students in the least restrictive environment. (see chart D)

Eugene M. Findley is Education Department head at Abilene Christian University in Abilene, Texas.


STATE BOARD MANDATE
• Special Education competencies
TACTE TASK FORCE SURVEY
•IHE'S discuss mandate
PROFESSIONALS COLLABORATE
• AACTE / OE Project
• DG Texas A & M
• Texas Society Teacher Ed. (TSCTE)
• Texas Assoc. Teacher Ed. (TATE)
JOINT WORKSHOPS For REGULAR / SPECIAL EDUCATORS
VOTE ANNUAL JOINT MEETING
• TACTE
• TATE
•TSCTE

TEXAS

PROFESSIONAL

COLLABORATION

MASSACHUSETTS: CONCENTRATED LEADERSHIP
Ray Harper

Through collaborative efforts of the AACTE/OSE Project, the Deans' Grant Projects at Westfield State College and Simmons College, and the Special Education Manpower Planning Project, Massachusetts educators were serviced in a unique way that concentrated the leadership for preservice teacher education.

Special Education Manpower Project

Utilizing the Massachusetts ACTE as a vehicle for communication, Ray Harper, MACTE president, and Cynthia Gilles, director of the Special Education Manpower Project, initiated a dialogue regarding possible cooperative efforts to implement the Massachusetts' Education of All Handicapped Children Act as well as programmatic aspects of Section 504 of the Rehabilitation Act. As the Manpower Project approached its termination date, Cynthia Gilles sought a way to extend the life it had injected in the preservice teacher education programs in the State. Massachusetts preservice teacher education programs were in the progress of changing to include competencies for dealing with handicapped children in the regular classroom; part of the Manpower Project was responsible for making this happen. Consequently it was natural for the staff of the Manpower Project to join efforts with the newly created Massachusetts ACTE. Both the Project staff and the Association members were committed to strengthening teacher education in the Commonwealth.

Deans' Grant Projects

Concurrent with the team planning effort between the Massachusetts ACTE and the Special Education Manpower Project were two active Deans' Grant Projects functioning at Westfield State College and Simmons College. During a joint meeting, leaders from these four sectors: the Massachusetts ACTE, the Special Education Manpower Project, the Westfield State College Deans' Grant Project, and the Simmons College Deans' Grant Project, established a foundation for future collaborative activities. The following project goals were outlined:

AACTE/OSE PROJECT

1) Will develop cooperative relationships between regular and special educators in teacher preparation programs; and

2) increase awareness among regular educators of their role in the education of handicapped children in the regular classroom.

Ray Harper
State Agenda Coordinator

SPECIAL EDUCATION MANPOWER PROJECT

1) Will communicate and assist sectors involved with special education manpower development in the Commonwealth;

2) foster cooperation between regular and special educators in institutions of higher education as well as the State Education Agency; and

3) update preparation of regular classroom teachers for education of handicapped children in the least restrictive environment.

Cynthia Gilles, Director
Linda Escobedo & Duane Kuik
Marilyn Barry & Helen Guttentag
Co-chairmen

DEANS' GRANT PROJECTS

Impact personnel preparation at non-deans' grant institutions.

Linda Nober, Director
Westfield State College
Helen Guttentag, Director
Simmons College

Supplemental Funding

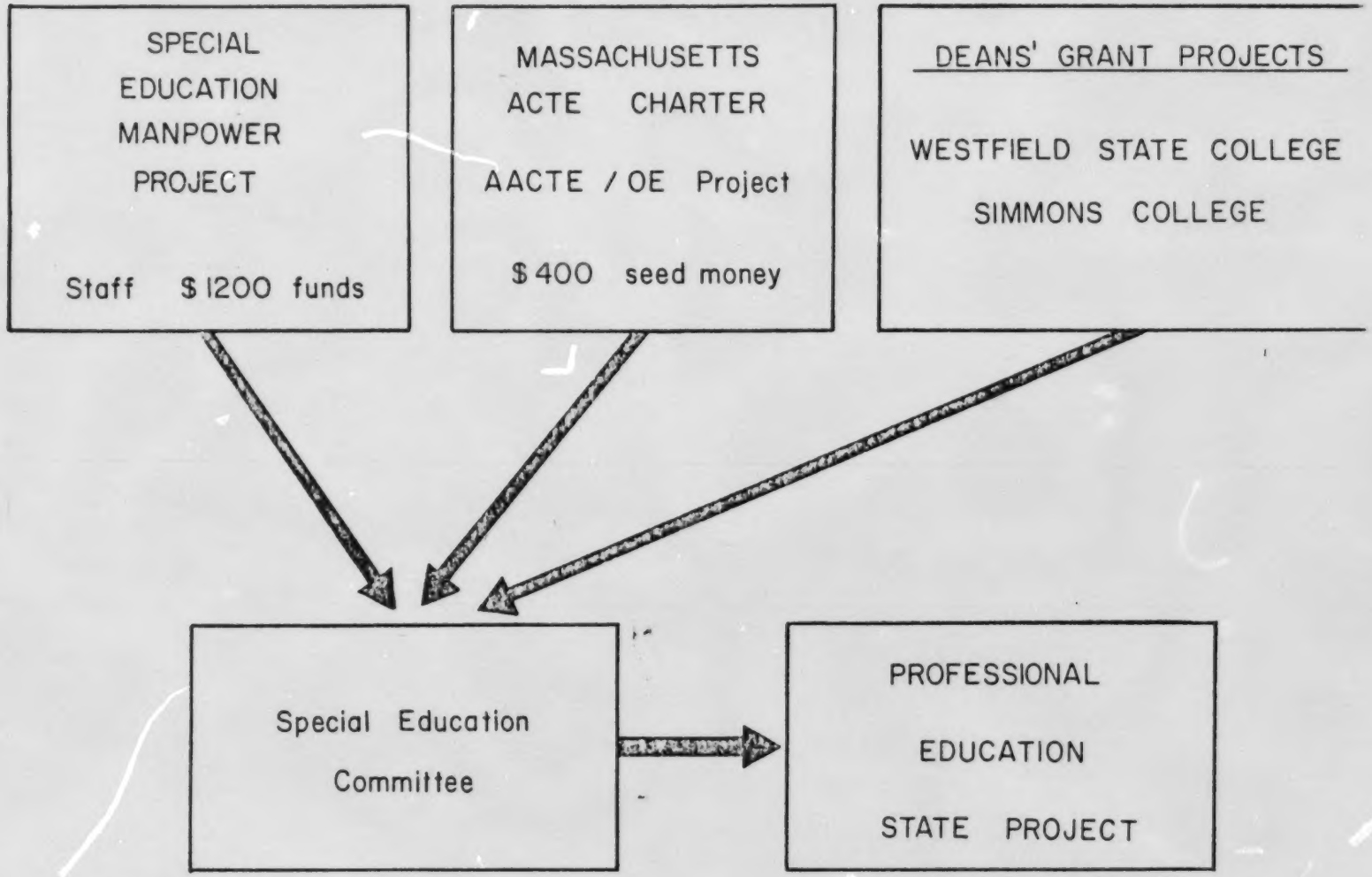
The Massachusetts ACTE Board of Directors acted to accept sponsorship of the coordinated efforts for the State projects and directed IHE faculty involvement for personnel preparation for regular classroom teachers. The seed money from the AACTE/OSE Project ($400) was combined with funds from the Special Education Manpower Project ($1200) to support committee efforts. The AACTE/OSE Project increased fourfold as it combined personnel and funds to impact teacher preparation in Massachusetts.

The sphere of influence for impacting teacher preparation extends far beyond the four identified projects in Massachusetts. Educators are involved in a host of other professional organizations:

Massachusetts Association of Teacher Educators
Council for Exceptional Children, Teacher Education Division
American Association of University Professors
Massachusetts Teachers Association
Massachusetts Association of Elementary School Principals
Massachusetts Association of School Principals
Advisory Commission for Certification of Education Personnel,
Department of Education.

Massachusetts educators realize that education leadership cuts across regular and special education at both independent and public institutions of higher education. Further, Massachusetts sees the potential for impacting teacher education with the integration of the handicapped student into the regular classroom by utilizing the current professional membership network. Massachusetts ACTE encourages other state units to form linkages with other professionals in your state who are currently involved in activities to improve the education of the handicapped. (see chart E)

Ray Harper is Dean of Professional Education at Bridgewater State College and President of the Massachusetts ACTE.



MASSACHUSETTS PROFESSIONAL COLLABORATION

PENNSYLVANIA: STATE ASSOCIATION AND STATE EDUCATION AGENCY COOPERATION

Constance L. Hunter

PENNSYLVANIA DEANS' GRANT PROJECTS

The Bureau of Education for the Handicapped provided funds for institutions of higher education to re-examine and revise their regular education curriculum to include information on students with handicaps. The money awarded by BEH was titled Deans' Grants. These grants have been available to preservice teacher education programs since June 1, 1975.

Five colleges and universities in Pennsylvania were awarded Deans' Grants. These five projects: Duquesne University, Edinboro State College, Lock Haven State College, Mansfield State College and Penn State University, formed a consortium and engaged the services of a State Advisory Council. This Council included various state advocacy groups, agencies, and individuals as well as representatives from the Pennsylvania Department of Education (PDE). This early collaboration with the Department of Education and the Deans' Grants provided a solid foundation for Pennsylvania ACTE efforts in 1979/1980. The Council continues to meet with Pennsylvania Deans' Grants, although Duquesne University is the sole survivor of the original group. A sixth IHE was involved when the University of Pittsburgh had a Deans' Grant for 1979-1980. When the final year of the second, three-year cycle approached, it was the intention of the Duquesne University Deans' Grant to initiate a state-wide effort for changing teacher education programs to include necessary competencies for educating students with handicaps in the least restrictive environment.

EDUCATING IN THE LEAST RESTRICTIVE ENVIRONMENT

In the summer of 1979, the Pennsylvania Department of Education appointed consultants to develop guidelines for the education of school personnel to meet the competencies needed to educate students in the least restrictive environment. Duquesne University's Deans' Grant was represented among these eight consultants. In January, 1980 following completion of the guidelines, the final document titled, "Guidelines for the Preparation of Teachers in Compliance with U.S. Public Law 94-142 Requiring the Education of Students with Handicaps in the Least Restrictive Environment," was approved by the Pennsylvania Secretary of Education, Robert G. Scanlon. Along with that approval came an implementation mandate for all 87 Pennsylvania certifying institutions of higher education. Dr. Scanlon requested that the Bureau of Academic Programs, Division of Teacher Education, assure that preservice teachers and other professional personnel were prepared in accordance with the Guidelines.

AACTE/OSE PROJECT INFUSION

In November, 1979, AACTE provided incentives for state ACTE units to stimulate changes in their teacher education programs. State organizations across the country appointed State Agenda Coordinators to coordinate IHE's

efforts in revising their regular education curriculum to include education of students with handicaps in the least restrictive environment. PACTE, aware of the Pennsylvania Deans' Grants activities and their collaboration with the Pennsylvania Department of Education, chose this author as the State Agenda Coordinator for Pennsylvania.

POLITICAL ENDORSEMENTS - STATE CAPITOL MEETING

The AACTE/OSE Project enabled Duquesne to fulfill their goal, i.e., to assist other IHE's in their efforts to meet the challenge of P.L. 94-142, and provided an immediate alliance between PACTE and the Pennsylvania Department of Education. The first activity of the Pennsylvania ACTE and the State Education Agency (SEA) was to invite all Deans of Education and two of their designees to a meeting at the State Capitol. The purpose of this meeting was to acquaint the Pennsylvania IHE's with the new Guidelines and introduce them to existing models for implementation. The meeting fulfilled the State Department of Education's need to provide a forum for the introduction of the new guidelines. This would hopefully assure further involvement of the IHE's to stimulate changes in preservice teacher education programs.

The Secretary of Education addressed the conference and reinforced his commitment to this positive change in teacher education. Mrs. Virginia Thornburgh, the wife of the Governor of Pennsylvania, also addressed the participants. As a parent of a mentally retarded son she has, for years been an active member of the Association for Retarded Citizens and an advocate for the rights of the Handicapped. Mrs. Thornburgh serves as a valuable consultant to the Pennsylvania Special Education Department. The participation of these dignitaries added genuine support to the goals of AACTE, Duquesne University and the Pennsylvania Department of Education.

FUTURE PLANS

Future plans include securing OSE funding for a joint proposal between PACTE, Duquesne University, University of Pittsburgh in cooperation with PDE. Monies will be used to support a training program for implementation of the Pennsylvania Guidelines and procedures for infusion of those competencies into existing IHE regular education programs. The State Department of Education personnel are enthusiastic about our collaborative effort and the notion of sharing resources, information and consultation expertise.

MECHANISMS FOR SUCCESS

Other state organizations might be interested in the following "helpful hints" for spearheading a positive change in teacher education:

Locate the Deans' Grants within your state (especially the 5 and 6 year Grants) and utilize their experience and services. Most Deans' Grants have a dissemination component within the Grant structure and are looking for ways to share valuable information.

Involve your State Education Agency; join together, keep them up to date on your activities.

Solicit support from the State Education Agency and political dignitaries supportive of the handicapped. Introduce your goals to others in a position to assist you, and elicit their help.

Think big! Time is of the essence. P.L. 94-142 has been on the books for several years and students with special needs have always been, and will always be, in the regular classes.

Teachers must respond to the unique needs of all individual students. Teacher Education must continue to provide preservice students with the knowledge and skills necessary to successfully educate those individuals.

Constance L. Hunter is Director of a Deans' Grant and an Assistant Professor of Special Education at Duquesne University.

ILLINOIS: COMPLIANCE WITH THE LEGISLATION

M. Steven Lilly

Recently the Illinois legislature passed House Bill 150, which requires that after September, 1981, all applicants for teaching certificates in Illinois have coursework on specified topics in special education. The legislation has impacted Illinois institutions of higher education which offer approved teacher education programs. IACTE forwarded a position paper to the State Teacher Certification Board to shape the regulations that are to be written.

Because all colleges and universities with approved teacher education programs must respond in some way to House Bill 150, IACTE proposes to use the funds made available by AACTE/OSE Project to facilitate compliance with the legislation. This will be accomplished by making use of the products and activities of the six Deans' Grants already funded and operational in the state.

RESOURCE FILE

As our part of the AACTE/OSE Project, we will employ a person (using money from both year II and year III) to work with the six Deans' Grant projects to develop a Resource File which other colleges and universities can use as they make plans to meet the requirements of House Bill 150. The Resource File would include descriptions of materials, strategies, and people developed and/or available through each Deans' Grant. We anticipate visibility for the Deans' Grant projects in the State, and that they will be called on by other universities in their activities related to compliance with House Bill 150. Also, it is anticipated that the resource person chosen to compile the Resource File will become a central contact person for "brokering" and make contacts between individuals seeking help and appropriate Deans' Grant project staff.

M. Steve Lilly is chairman of the Department of Special Education at the University of Illinois at Urbana, Illinois.

HOUSE BILL 150
IACTE POSITION PAPER (SUMMARY)

The Illinois Association of Colleges for Teacher Education welcomes the passage of House Bill 150, and offers a set of suggested guidelines for monitoring compliance with the law.

House Bill 150 is brief and direct in its language, reading as follows:

> "Sec. 21-2a. Required curriculum for all teachers. After September 1, 1981, in addition to all other requirements, the successful completion of course work which includes instruction on the psychology of the exceptional child, the identification of the exceptional child, including, but not limited to the learning disabled and methods of instruction for the exceptional child, including, but not limited to the learning disabled shall be a prerequisite to a person receiving any of the following certificates; early childhood, elementary, special and high school."

The law does not state the manner in which teachers-in-training are to receive the mandated instruction, or the course credits which must accrue from such instruction.

CURRICULAR OPTIONS

It is the position of IACTE that guidelines governing implementation of the law should be specific in terms of requirements governing the content and extent of the learning experience. Beyond content and extent, however, institutions of higher education should have maximum flexibility with regard to curricular options. While one university might opt to create a separate course to be required of all education majors, another might choose to document the required content be incorporated in existing methods courses, and another might choose to generate two or three such options from which students select the one most appropriate to their background and needs. It is felt that through such flexible arrangements we can achieve quality implementation rather than minimum compliance.

STATE MANDATES

If curricular options should be flexible, what can the state mandate? IACTE believes ISBE regulations should specify content and extent of the training experience, and, both classroom instruction and clinical experience in special education and/or mainstreaming situations be required. Each institution of higher education demonstrates that the direct instruction and clinical experiences combined comprise the equivalent of 3-semester hours as an alternative to using credit hour equivalent.* Clinical experience hours associated with meeting this mandate should be a part of, not in addition to, existing clinical experience requirements.

With regard to content of instruction, IACTE believes that the language used in the law is most conducive to development of practical relevant components. Therefore, IACTE recommends the following areas of content as important for regular educators, and suggest that they form the basis for institutional responses to the House Bill 150 mandate. IACTE believes these areas are all necessary in order for a teacher to work successfully with mildly handicapped students in the regular classroom setting, and are inclusive of the areas of psychology, identification, and methods of instruction specified in the law. The recommended content areas are:

1. rules and regulations governing special education in Illinois
2. performance limitations associated with exceptional conditions
3. informal assessment and record keeping procedures for classroom use
4. differentiating instructional approaches within the regular classroom
5. facilitating learning through positive classroom attitudes

---

*Throughout this document, 3-semester hours and 4-quarter hours are considered to be equivalent.

RHODE ISLAND ADDRESSES THE NEEDS OF THE LEA ADMINISTRATOR

William Kelly
David S. Morton

Need for the Study

A study conducted by the Curriculum Research and Development Center at the University of Rhode Island and teh Center for Research and Evaluation at Rhode Island College in 1979 examined general inservice training needs for teachers and administrators in the State of Rhode Island. The study, undertaken for the Rhode Island Teachers Professional Development Program formed the basis for the development of a number of inservice training activities throughout the state in the following year.

The study was designed to collect both client perceptions of inservice training needs and preferred inservice delivery systems. Building-level administrators ranked special education skills as individualizing instructional strategies and development of the individualized educational plans (IEP) as their seventh and eighth overall ranked needs. Based upon this information the Rhode Island ACTE decided to use the AACTE/OSE grant funds to examine principal's perceptions of their special education needs in the state.

Survey Findings

Principals perceived several barriers to the implementation and operation of special education programs. These perceptions are synthesized into the following three priority needs:

1. teachers with special education training
2. space for programs
3. direction and coordination of special education programs

Lack of Specialized Teachers

Principals indicated concern regarding inadequate preservice education of regular classroom teachers with respect to P.L. 94-142. They also noted hiring problems in acquiring teachers with specialized skills in this area.

The Rhode Island Professional Study concluded that the LEA and/or the IHE staff could develop a series of inservice training programs for classroom teachers and related personnel to alleviate the problem. Funding for these training activities may be acquired through the State Department of Education training monies. Institutions of higher education may be involved in the development and the delivery of the training programs in conjunction with the local school teachers. While assisting both the preservice and the inservice teacher training needs, it would also build a stronger linkage between the local education agencies and the institutions

of higher education.

Furthermore, the study recommends that the State Department of Education work closely with the institutions of higher education in coordination of preservice curriculum for teachers to assure a basic knowledge of the special education field; an additional recommendation is the initiation of a stronger certification requirement. This requirement could help insure certified preservice programs which include knowledge of special education laws and program components.

Space for Programs

While there is little external help that can be offered to principals lacking adequate space for special education programs, the problem may find its own solution as schools begin to realize declining enrollments.

Direction and Coordination of Special Education Programs

The last concern indicated by administrators in the Rhode Island Study centered on time and management coordination:

1. student programs to include pupil-parent-teacher meetings

2. special education programs to include parent involvement.

The Rhode Island Professional Development Study viewed this problem as symptomatic of a larger issue. Because regulations and controls placed upon public school principals in the past ten years have increased, the sheer numbers of these constraints have made school administration difficult.

Our survey indicated that while principals were professionally motivated to increase their knowledge and skills in special education, the amount of real time available to devote to the effort is minimized due to the plethora of mandates and regulations that require compliance.

While principal knowledge of P.L. 94-142 and special education activities might well be increased by stiffening administrative certification requirements and/or offerings from inservice training programs, we view this approach as addressing only part of the problem. The Rhode Island Study believes that the state and federal government officials must assess the number of "priority" program areas already identified, the number of reportings these require, and the impact of these rules and regulations upon the agency. Moreover, administrators indicated that with more available time to work on fewer priority needs, special education could be moved higher on their priority list.

Furthermore, the Rhode Island Study recommends that time management training and program management skills be made available for principals to improve their job efficiency.

The needs identified by principals in this study are only one part of the total needs within any school. A similar assessment of teachers and

others within a building should be taken to build an overview of the needs within the school, the school department, and the state.

William Kelly is Professor of Education at the University of Rhode Island and president of the RIACTE.

David S. Morton is Assistant Professor of Education, Research and Evaluation at the University of Rhode Island.

Conferencing - A Method of Instruction
M. Liddell

Many State associations have chosen the regional or state conference as a method of instruction for raising the awareness and commitment level of the IHE faculty. While conferences are a popular method of instruction, a successful conference requires pre-planning and coordination.

Some general recommendations for conducting a conference include: selection of an appealing site: use of a flexible format: planning by objective: training group leaders. A past ACTE president provided an additional list of activities that can also enhance participants' attitudes about a conference.

I. PRIOR TO THE CONFERENCE - check

___ Use new and inactive members as session chairmen, group leaders and/or discussion recorders to increase their level of interest.

___ Rotate conference sites to increase regional interest.

___ Use a planning committee to increase member involvement.

___ Incorporate committee suggestions to develop a sense of ownership in the conference.

___ Plan time for social interaction since conferences are vehicles for renewing friendships.

___ Provide incentives for pre-registration. This gives the coordinator room accommodation and meals information prior to the meeting.

___ Invite speakers who are prominent in the field. This will increase attendance.

___ Invite state dignitaries and/or political figures supportive of the conference theme.

___ Send written letters to key participants one month in advance clarifying their roles in fulfilling the conference objectives.

___ Capitalize on seasonal benefits, e.g., fall or spring foliage in selecting a time and place for a conference.

II. DURING THE CONFERENCE

___ Meet and greet out-of-town speakers who are unfamiliar with your airports and highways, facilitate their ground transportation.

___ Deliver a welcome gift, e.g., wine and cheese or fruit basket to

the guests room soon after their arrival.

___ Provide activities for spouses of speakers, e.g., golfing companion, visiting local tourist sites.

___ Register participants without confusion or delay, have receipts partially written to hasten registration.

___ Plan for flexibility in the conference so that it can be responsive to requests for change.

___ Plan breaks and refreshments to maintain the participants level of interest.

___ Rotate the hosting of the social hour among participating IHE's.

___ Reimburse speakers as soon as possible, consider payment prior to their departure.

___ Provide copies of speeches and/or support materials that members can take home from the meeting.

___ Encourage written evaluation of the conference.

III. FOLLOWING THE CONFERENCE

___ Extend letters of appreciation to participants. Type and address at the same time the advance letters are written and addressed.

___ Send tokens of appreciation to special guests. A gift magazine or journal subscription says "thank you" for the next 12 months.

___ Review evaluation forms, incorporate suggestions into your next conference.

An ERIC search yielded a number of conference planning aids to assist state leaders through the conference experience. This annotated list was generated using the following descriptors: conferences/group/dynamics/ leadership training/planning/problem solving/program effectiveness/meetings/ trainers/resource materials.

ED055262# AC010850
Conference Planning
Burke, W. Warner. Ed.: Beckhard, Richard. Ed.
National Training Labs, Inst. for Applied Behavioral Science.
Washington, D.C. Center for Community Affairs.
70 174p.; Selected Reading Series Six
Available from: NTL Institute for Applied Behavioral Science
National Education Association, 1201 16th Street, N.W.
Washington, D.C. 20036 (no price quoted)
This book, written to instruct in the use of a conference as a medium

of social intercourse, is divided into four sections: Section I deals with factors to be considered in planning a conference: Section II employs several different techniques for evaluating the effectiveness of a meeting; Section III describes variations in conference formats and purposes; Section IV covers the training of group discussion leaders.

EJ193735 CG515494
Effective Means for Development of a Conference or Workshop
Miller, Bob W.
College Student Journal, v12 n3 p263-66 Fall 1978 78
The author describes the steps necessary to implement a successful conference. The steps are: (1) articulate purpose: (2) select dates: (3) select consultants: (4) decide on publicity: and (5) define registration methods.

EJ173006 CE507102
Designing and Implementing a Facilitating Conference: A Case Study
Nadler, Leonard
Training and Development Journal 31 12 54-62 Dec. 77
Reprint Available (See p. vii)
Presents a case study describing a program design model and implementation of a conference to facilitate the personal and professional growth of training and development professionals who have been working in the field for at least five years.

EJ159688 SP505572
"Not Another Meeting"
Chellew, Len; Trott, Vern
Orbit 35 7 5 16-20 Dec. 76
Successful meetings depend largely on (1) appropriate style of leadership: (2) choice of meeting form (full staff committee): (3) orderliness of the decision-making process and (4) effective conduct of discussion.

ED145111 08 CE012498
The Blake Interaction Model for Task Force Program Development in Vocational Education
Blake, Duane L.
Colorado State Univ., Ft. Collins, Dept. of Vocational Education
Mar. 71 12p.
Sponsoring Agency: Office of Education (DHEW). Washington, D.C.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage
The Blake Interaction Model eliminates three problems which usually confront a task force charged with the responsibility of program development in a conference setting: (1) how to involve several work groups developing solutions for several separate problems: (2) how to gain equal input opportunity in program development: and (3) how to have newly established materials ready for the participants to take home.

ED137426 UD016728
Workshops: The Educator's Manual for Coordinating the Complete Conference
Taylor, Alvin Leon
Far West Lab, for Educational Research and Development Berkeley, Calif.
May 76 27p.
Sponsoring Agency: Office of Education (DHEW). Washington, D.C.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage
This is an educator's manual for coordinating a complete conference. The manual discusses the mechanics of planning a workshop and includes the following topics: objectives, budget, attendance, facility selection, content and scheduling, agenda, The mechanics of conducting a workshop are discussed: these include registration, the workshop, evaluation, adjournment, and follow-up activities. A list of characteristics of successful workshops is provided.

If your state is considering the use of the conference for Year III, the following conference themes are worthy of consideration.

- Preparing classroom teachers under P.L. 94-142 and the new regulations: positive and negative forces for implementation.
- Preparing for the new certification regulations: implications for program, field relationships.
- Writing a Deans' Grant Proposal.
- Planning to meet generic mainstream competencies.
- Learning characteristics of exceptional students.
- Implementing services to handicapped students in the regular classroom.
- University response to academic programs for the handicapped.
- Classroom strategies for handicapped children.
- Developing positive attitudes in regular educators.
- Curricular adaptations for the handicapped learner.
- Skills for integrating the exceptional child.
- Attitudinal change and the IEP.
- Role of school counselor and P.L. 94-142.
- How agencies and groups in states are responding to P.L. 94-142.

- Creative teaching using the IEP.
- Clusters of competencies relative to teacher preparation.
- Ways to individualize an educational program.
- State requirements for certification for teachers of exceptional children.
- Working with cooperating teachers in the mainstream.
- Responsiveness to handicapped students and faculty in teacher education.

SUMMARY

Through this project, AACTE has pilot-tested the idea of the national association stimulating change in schools, colleges, and departments of education using its network of state affiliates as the primary change agent. While all of the evidence is not in regarding effectiveness of this * approach, the state association activities reported in this document do suggest that there is a multiplier effect at work in the conduct of the project.

While activities vary from state to state, collectively they may be categorized as follows:

1. Assessment Activities

   a. to determine the skills and knowledge needed for working with handicapped students in regular classrooms, and

   b. to analyze current state efforts related to education of the handicapped and improving personnel preparation programs.

2. Staff Development Activities

   a. to raise levels of awareness about and commitment to the educational concepts in P.L. 94-142,

   b. to provide information about what is happening in Deans' Grant Projects,

   c. to explore the kinds of competencies needed by regular teachers to work effectively with handicapped students,

   d. to determine how to modify present teacher education programs, and

   e. to explore new roles for regular and special teacher educators.

---

* *A soon to be published paper by Dr. Mark Smith, University of Arizona, will assess the effectiveness of this process.*

3. Professional Collaboration Activities

a. with other state groups engaged in related programs and projects,

b. with Deans' Grant Projects,

c. with the National Support Systems Project which provides technical assistance to Deans' Grant projects,

d. with state departments of education, and

e. with other AACTE state associations.

END

DEPT. OF HEW

NAT'L INSTITUTE OF EDUCATION

ERIC

DATE FILMED

AUG 5